PART 2

OBJECTIVES

UNIT OBJECTIVES AND LINKS WITH THE FRAMEWORK

UNIT OBJECTIVES UNITS 1–4

	Unit Objectives	Linked to the Y3 teaching programme	Working towards these objectives from the Y4 teaching programme
1	Read and write whole numbers to at least 1000	**Read and write whole numbers to at least 1000** in figures and words	Read and write whole numbers to at least 10 000 in figures and words, and know what each digit represents. Partition numbers into thousands, hundreds, tens and ones
	Know what each digit represents and partition three-digit numbers into a multiple of 100, a multiple of ten and ones	**Know what each digit in a two-digit number represents,** and partition three-digit numbers into a multiple of 100, a multiple of ten and ones (HTU)	
	Order whole numbers to at least 1000, and position them on a number line	**Order whole numbers to at least 1000,** and position them on a number line	Read and write the vocabulary of comparing and ordering numbers. **Use symbols correctly, including <, > and =.** Give one or more numbers lying between two given numbers and order a set of whole numbers less than 10 000
2	**Know by heart all addition and subtraction facts for each number to 20**	**Know by heart: all addition and subtraction facts for each number to 20**	Consolidate knowing by heart addition and subtraction facts for all numbers to 20
	Derive quickly all pairs of multiples of 5 with a total of 100	Derive quickly all pairs of multiples of 5 with a total of 100 (for example, 35 + 65)	Derive quickly all pairs of multiples of 50 with a total of 1000 (for example, 850 + 150)
3	Partition into tens and ones, then recombine	Partition into tens and ones, then recombine (eg 34 + 53 = 30 + 50 + 4 + 3)	Partition into tens and ones, adding the tens first
4	Count on or back in twos and recognise odd/even numbers	Count on or back in twos starting from any two-digit number, and recognise odd and even numbers to at least 100	Recognise and extend number sequences formed by counting from any number in steps of constant size, extending beyond zero when counting back; for example, count on in steps of 25 to 500, and then back to, say, −100
	Count in steps of 3 or 4	Count in steps of 3, 4 or 5 from any small number to at least 50, then back again	
	Count on or back in tens or hundreds	**Count on or back in tens or hundreds, starting from any two- or three-digit number**	Recognise odd and even numbers up to 1000, and some of their properties, including the outcome of sums or differences of pairs of odd/even numbers
	Say the number that is 1, 10, 100 more or less than any given two- or three-digit number	Say the number that is 1, 10, 100 more or less than any given two- or three-digit number	Recognise multiples of 2, 3, 4, 5 and 10, up to the tenth multiple

Key objectives in the *Framework* are in bold red type. Information about how yearly teaching programmes relate to the National Curriculum levels can be found on page 42 of the Introduction to the *Framework*

UNIT OBJECTIVES • UNITS 5–8

	Unit Objectives	Linked to the Y3 teaching programme	Working towards these objectives from the Y4 teaching programme
5	**Understand division** as grouping or sharing. Read and begin to write the related vocabulary	Understand division as grouping (repeated subtraction) or sharing. Read and begin to write the related vocabulary	Extend understanding of the operations of × and ÷, and their relationship to each other and to + and −
	Recognise that division is the inverse of multiplication and that halving is the inverse of doubling	Recognise that division is the inverse of multiplication and that halving is the inverse of doubling	**Find remainders after division**
	Know by heart the facts of the 2-, 5- and 10- times tables	Know by heart multiplication facts for the 2-, 5- and 10- times tables	**Know by heart multiplication facts for the 2-, 3-, 4-, 5- and 10- times tables**
		Derive quickly division facts corresponding to the 2-, 5- and 10- times tables	**Derive quickly division facts corresponding to 2-, 3-, 4-, 5- and 10- times tables**
6	**Choose and use appropriate operations (including multiplication and division) to solve word problems**	**Choose and use appropriate operations (including multiplication and division) to solve word problems,** and appropriate ways of calculating: mental, mental with jottings, pencil and paper	**Choose and use appropriate number operations and appropriate ways of calculating (mental, mental with jottings, pencil and paper) to solve problems**
	Explain methods and reasoning orally	**Explain methods and reasoning** orally and, where appropriate, in writing	Explain methods and reasoning about numbers orally and in writing
7	**Recognise unit fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ and use them to find fractions of shapes and numbers**	**Recognise unit fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ and use them to find fractions of shapes and numbers**	Use fraction notation. **Recognise simple fractions that are several parts of a whole,** such as $\frac{2}{3}$ or $\frac{5}{8}$, **and mixed numbers,** such as $5\frac{3}{4}$; **recognise the equivalence of simple fractions** (for example, fractions equivalent to $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{3}{4}$)
8	Read the time to 5 minutes on a 12-hour digital clock, and use the notation 9:40	Read the time to 5 minutes on an analogue clock and a 12-hour digital clock, and use the notation 9:40	Read the time from an analogue clock to the nearest minute and from a 12-hour digital clock
	Read the time to 5 minutes on an analogue clock and a 12-hour digital clock, and use the notation 9:40	**Use units of time and know the relationships between them**	Use am and pm and the notation 9:53

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UNIT OBJECTIVES • UNITS 9–10

	Unit Objectives	Linked to the Y3 teaching programme	Working towards these objectives from the Y4 teaching programme
9	**Add and subtract a 'near multiple of 10' to or from a two-digit number** by adding or subtracting 10, 20, 30 and adjusting	**Add and subtract mentally a 'near multiple of 10' to or from a two-digit number** by adding or subtracting 10, 20, 30 and adjusting	Add or subtract the nearest multiple of 10, then adjust
10	Understand and use £.p notation Find totals and work out which coins to use Give change	**Understand and use £.p notation** (for example, know that £3.06 is £3 and 6p) Solve word problems involving money including finding totals and giving change, and working out which coins to pay	Use all four operations to solve word problems involving money including converting pounds to pence and vice versa

Key objectives in the *Framework* are in bold red type. Information about how yearly teaching programmes relate to the National Curriculum levels can be found on page 42 of the Introduction to the *Framework*

PART 3

TEACHING MATERIALS